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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) achieving and maintaining a good physical appearance, (2) developing behavior, interests, and attitudes consistent with sex and age, (3) getting along with others on the job, and (4) using leisure time. Grooming, clothing selection and maintenance, handling emotions, dating behavior, making friends, and living by a code of values are some of the student concerns discussed in the unit. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (HW)

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PERSONAL DEVELOPMENT



ORIENTATION TO THE WORLD OF WORK SERIES

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ORIENTATION TO THE WORLD OF WORK UNIT
IN
PERSONAL DEVELOPMENT

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Introduction

This unit Personal Development is one of the series of "Orientation to the World of Work" units designed for special vocational education teachers and other vocational teachers who have disadvantaged and handicapped students in their classes. There are nine other units in this series, namely:

Getting a Job
Occupational Safety
Introduction to Orientation to the World of Work
Learning About Jobs
How to Keep a Job
The Role of Work in Our Society
Self-Appraisal for Employment
Taxes Affecting the Worker
Handling Your Paycheck

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UNIT: PERSONAL DEVELOPMENT

I. Rationale

A healthy self-concept is essential to success on the job and success in life. Experience shows that too often disadvantaged and handicapped students think of themselves as "no good," "different," or, as they frequently put it, "dumb."

It is also true that their personal development has often been neglected. A variety of factors may contribute to this, such as marginal or substandard living conditions, lack of a prototype in the student's own environment, the absence of anyone capable or interested in helping develop the refinements of life.

The slow learner, not knowing what constitutes acceptable behavior, often relies on inappropriate adjustment techniques, such as impulsive, dramatic actions and fads. Not knowing how to use leisure time wisely, he often resorts to detrimental rather than socially acceptable behavior.

Realizing these problems, this unit is presented. The school must accept a major role in helping disadvantaged and handicapped students learn skills, habits, and understand values held by society, so that he will be less different, better assimilate into the community, and grow toward a healthy self-concept.

II. Subject Matter Outline

- A. Achieving and Maintaining a Good Physical Appearance
 - 1. Caring for the Body
 - 2. Keeping Clothing Neat and Attractive
 - 3. Selecting Clothing
- B. Developing Behavior, Interests, and Attitudes Consistent with Sex and Age
 - 1. Being Aware of One's Own Attitudes; Handling Emotions
 - 2. Developing Social Amenities Appropriate to Sex and Age
 - 3. Behaving Acceptably When Dating
- C. Getting Along with Others on the Job
 - 1. Making and Keeping Friends
 - 2. Conversing
 - 3. Identifying Self with Groups
 - 4. Living by a Code of Values
- D. Using Leisure Time
 - 1. Necessity of Leisure Time
 - 2. Leisure-Time Activities

III. Unit Objectives

The student will

- 1. Exercise awareness and concern to accept the responsibility for good personal appearance.
- 2. Demonstrate socially acceptable conduct in real-life experiences.
- 3. Demonstrate the ability to get along with others in everyday relationships.

4. List ten possible leisure-time activities available to him and possess the necessary interest and skills to successfully participate in at least one.

Suggested Interest Approaches

1. Prepare a bulletin board entitled "Which Would You Rather Be?" and use pictures which describe situations as the following: Happy-Unhappy, Neat-Disorderly, Immaculate-Dirty.
2. Invite a local personnel director to speak about his first impressions of job applicants.

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Lesson Plans
4A

MAJOR CONCEPT: A. Achieving and Maintaining a Good Physical Appearance

SUPPORTING CONCEPTS:

1. Caring for the Body
2. Keeping Clothing Neat and Attractive
3. Selecting Clothing

PERFORMANCE OBJECTIVES:

The student will

1. Demonstrate, through personal appearance and by means of a written list, five elements of good body care.
2. Carry out the tasks necessary to keep clothing neat and attractive.
3. Wear clothing which fits correctly.
4. Wear clothing styles and colors which are most becoming.
5. Select proper clothing for school, work, dress, and leisure.

A: ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 1: CARING FOR THE BODY

TEACHING-LEARNING-EVALUATION STRATEGIES			RESOURCES
DISADVANTAGED	HANDICAPPED		
Interest approach: <u>View pictures illustrating body care</u> as it relates to the world of work. (1) Well-dressed/poorly dressed people (2) Neat shoes/shabby shoes (3) Attractive hair/unkept hair <u>View transparencies and discuss bathing</u>--sponge, tub, and shower bath. <u>Compile</u> list of reasons for daily bath.	Same. Same. <u>Note to Teacher:</u> Aid discussion by giving a demonstration and an explanation of the following terms: --sponge bath	Selected pictures from magazines Opaque Projector Transparency: No. 2. "Grooming" - Personal Hygiene	

A: ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 1: CARING FOR THE BODY (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED	HANDICAPPED	RESOURCES
(continued) <u>Compile</u> list of tell-tale signs of bath skipping. <u>Note</u> the bathing areas in a no-bathroom house. <u>Discuss</u> the purpose and use of deodorants. <u>Clip</u> deodorant ads from magazines. <u>Circle</u> the claims made in each ad. <u>Underline</u> the type of each--stick, spray, roll-on. <u>Decide</u> which products seem suited to your needs and experiment with these. <u>Share</u> experiences with various brands. <u>Math correlation:</u> <u>Compare</u> prices by determining the price per ounce for several brands. <u>Note</u> to Teacher: Free samples may be obtained from drug companies or local stores. <u>Field trip:</u> <u>Visit</u> a beauty and/or barber shop to observe a professional giving a shampoo. <u>Ask</u> the beautician and/or barber questions relative to shampoos.	(continued) --tub bath --shower bath --perspiration --deodorant soap --odor <u>Share</u> experiences in contriving a means for bathing. Same, except plan a classroom display or a visit to a local drug-store to become acquainted with various kinds of deodorants. Same.	Magazines Book: No. 10. <u>Good Grooming for Teenagers</u> Local beauty or barber shop

A: ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 1: CARING FOR THE BODY (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED	HANDICAPPED	RESOURCES
Role play a dentist and <u>explain</u> - Basic tooth structure. - Causes and prevention of tooth decay. - When and how to brush teeth. - Causes and prevention of bad breath. <u>Math correlation:</u> <u>Visit</u> a regular drugstore. <u>Write</u> down the prices of various mouth-wash preparations. <u>Compare</u> these prices by determining the <u>price</u> per ounce at different stores and for different brands. <u>Role play</u> a person with a dandruff problem. <u>Exaggerate</u> by placing a large white paper collar (representing dandruff) around the person's neck. <u>Find</u> a solution to the problem. Make posters showing ways to care for acne, freckles, blackheads, and unwanted hair. <u>Note to Teacher:</u> Suggest to anyone with a facial scar to visit a specialist or cosmetic department for advice. <u>View</u> transparencies to note elements of good posture.	Same, except teacher may have to be the "dentist." Same. Give additional help as needed. <u>Examine</u> and <u>experiment</u> with breath preparations. Same. Same, except <u>view</u> transparencies which show complexion problems. <u>List</u> causes of complexion problems. Same. Also, <u>practice</u> correct posture.	Transparency Masters: "Tooth Care Series," pp. 57-61. Local drugstore Poster paper Magic marker Magazines Book: No. 10. <u>Good Grooming for Teenagers</u> Transparency Masters: "Complexion Problems," pp. 62-68. Transparency Masters: "Good Posture Series," pp. 69-73.

A: ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 1: CARING FOR THE BODY (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
View transparencies which show basic face shapes.	Same.	Transparency: No. 1. "Grooming" - Face Shapes and Hair Styles Transparency Masters: "Face Shapes and Appropriate Hair Styles for Girls Series," pp. 74-79. "Face Shapes and Appropriate Hair Styles for Men," pp. 80-85.
Determine own face shape. Clip pictures of hair styles which are appropriate to the face shape.	Same.	Books: No. 3. <u>Call Me Mister</u> , Ch. 5 No. 10. <u>Good Grooming for Teenagers</u> Magazines
Complete an exercise sheet on planning for personal hair care.	Same, except use exercise as a reading lesson before completing.	Student Material: "Personal Hair Care Planning," p. 47.
Resource Person: Invite a person to speak on male hair styling, hair aids and shaving.	Same.	Suggested Resource Person: - Local barber
Resource Person: Invite a specialist to demonstrate care of nails and other helps toward keeping attractive hands.	Same. Maintain a hand care area in classroom. Pass weekly hand inspection.	Local manicurist Manicure kit Book: No. 3. <u>Call Me Mister</u> , Ch. 3
View transparency showing correct technique for clipping toenails. Study causes, symptoms, and cures for athlete's foot.	Same, except practice clipping toenails on a cardboard foot. Display preventative and curative preparations.	Transparency Master: "Clipping Toenails," p. 86. Book: No. 3. <u>Call Me Mister</u> , Ch. 4 No. 10. <u>Good Grooming for Teenagers</u> Cardboard feet; foot care preparations

3. ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 1: CARING FOR THE BODY (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES			RESOURCES
DISADVANTAGED	HANDICAPPED		
<u>Clip ads</u> of cosmetics from magazines.	Same. Also, <u>practice</u> applying basic make-up.	Magazines	
<u>Discuss</u> types of products which are basic and necessary.	Same.	Book: No. 3. <u>Call Me Mister</u> No. 4. <u>Charm</u> Basic Make-up	
<u>Complete</u> personal grooming evaluation sheets.	Same.	Student Material: "Personal Grooming Evaluation Sheets," pp. 49-51.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<u>Field trip:</u> Visit home economics department and observe demonstration on machine and hand washing techniques of laundering by home economics teacher. <u>Field trip:</u> Visit dry cleaners to observe methods of cleaning. <u>Note to Teacher:</u> Supply each student with a stain removal chart to post in his home. Practice removing stains. <u>Practice</u> routine pressing techniques for various fabrics. Note to Teacher: Teach boys how to press trousers. <u>Practice</u> sewing on buttons, hemming, mending, etc. <u>Maintain</u> a repair center in classroom.	<u>Identify</u> fabric by its name. Same. Same. Give reading lesson using stain removal chart. Same. Give additional instruction on how to use an iron. Practice filling steam iron. Iron handkerchiefs using a steam iron and a spray and dry iron to note the different finishes given by each. <u>Review</u> fabric types and settings for each. Same.	Remnants of fabrics Home economics department Local dry cleaning business Chart: "Removing Spots and Stains." No. 1. Remnants of fabrics Stain-causing solutions Iron Ironing board Button box Needle Thread

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED

Set up a shoe-shine corner in classroom.

Field trip: Visit a shoe repair shop. View equipment and material. List jobs involved in shoe repair.

Brainstorm: Discuss how neat, attractive clothing affects one's chances of getting and keeping a job.

Evaluation: Rate self on appearance.

HANDICAPPED

Same. Reading lesson may be given from duplicated copies of directions for use given on shoe polish containers.

Same. Prepare students for the evaluation by using the chart as a reading lesson prior to having it completed.

RESOURCES

Shoe shining supplies

A local shoe repair shop

Book:
No. 3.

Call Me Mister, Ch. 14.

Student Materials:

"Personal Care: Self-Evaluation," p. 48.

A: ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 3: SELECTING CLOTHING

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<u>Explain</u> effects of light colors vs. dark colors and prints vs. plain fabrics on figure types. <u>Find</u> examples in magazines which best demonstrate the effects of light vs. dark colors and prints vs. plain fabrics on figure types. <u>Clip</u> and mount in collage form. <u>Study</u> the color factor in selecting clothing: Determine one's best color by using color swatches of fabric. <u>Consult</u> with peers and teacher. <u>Make</u> a color wheel. <u>Demonstrate</u> the following color schemes: monochromatic, adjacent, complementary, and analogous. <u>Practice combining</u> colors using construction paper. <u>Show</u> combinations for blonds/blue eyes, brunettes/brown eyes. <u>View</u> transparencies of dress styles appropriate for work. <u>Identify</u> type each class member is wearing.	Same. Same. Help each individual determine his suitability for wearing prints, plaids, and plain fabrics. Same. Same. Also <u>provide</u> reading lesson on such color terms as: related colors, triad, complementary colors, and less known color names. Same. Same. Find and <u>label</u> examples from mail order catalogs. Same.	Magazine illustrations Poster paper Magazines Paste Scissors Books: No. 3. Charm No. 5. <u>Executive Profile</u> No. 8. <u>Good Grooming for Teenagers</u> Mail-order catalog Color wheel Construction paper Tempera paints Magazine Transparency Masters: "Dress Styles for Girls," p. 87. "Dress Styles for Men," p. 88.

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
Discuss each style as it relates to the following: - Effect on figure type - Comfort	Same.	Books: No. 4. <u>Charm</u> No. 10. <u>Good Grooming for Teenagers</u>
Apply above information to current styles. Research pattern books for lines of "pounds-thinner" patterns. Note to Teacher: If appropriate, use "Weight Problem" case problem here.	Same. Find and label examples from mail order catalogs. Same.	Mail order catalogs Pattern books Book: No. 15. <u>Springboard</u>, "Weight Problem"
Cut out cardboard figures (all shapes). Design clothing for the figure types using remnants and paste on the cardboard figures.	Same.	Cardboard or poster board Remnants Student Material: "Figure Outlines," pp. 52-54.
View transparencies to show appropriate clothing for work.	Same.	Transparency: No. 3. "Personality Development Series," Dress-Ability
Discuss dress habits and the dress code followed in local school.	Same.	School Dress Code
Share ideas on how each likes opposite sex to be dressed on dates and other dress-up occasions.	Same. Use mail order catalog examples for ideas.	Mail-order catalog
Use tape measure and size information in pattern books to determine clothing sizes.	Same.	Book: No. 3. <u>Call Me Mister</u>, Ch. 15. No. 10. <u>Good Grooming for Teenagers</u>

A: ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 3: SELECTING CLOTHING (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
(continued) <u>Use a tape measure to assist each other in determining the following individual measurements:</u> - Trousers - Sport Coats - Dress shirt - Sport shirt - Socks - Cap List sizes on pocket-size chart to be kept in purse or wallet. <u>Determine the correct shoes for you.</u> Make a collage, using clippings from magazines and newspaper ads, to show appropriate shoes for one of the following: - dress - work - school <u>Discuss</u> helps to expect from shoe salesmen. Research and discuss style, purpose, and needs of men's furnishings: - Underwear - Socks - Handkerchiefs - Belts - Jewelry	(continued) Same. Same. Same. Same. Same.	(continued) Clothing size charts Pattern books Student Material: "Size Charts," p. 55. Magazines/Newspapers Magazines/Newspapers Paste Poster paper Book: No. 3. <u>Call Me Mister</u> No. 7. <u>Executive Profile</u> Local men's store Local clothing department store

A: ACHIEVING AND MAINTAINING A GOOD PHYSICAL APPEARANCE 3: SELECTING CLOTHING (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<u>Evaluation:</u> Observe classmates to determine if clothing selection for the day is appropriate. Select a complete outfit to wear for each of the following occasions: - School - Work - Dress - Leisure <u>Note to Teacher:</u> Pictures of appropriate attire may be cut from catalogs/magazines and mounted on construction paper for each occasion.	Same.	

MAJOR CONCEPT:

B. Developing Behavior, Interests, and Attitudes Consistent with Sex and Age

SUPPORTING CONCEPTS:

1. Being Aware of One's Own Attitudes; Handling Emotions
2. Developing Social Amenities Appropriate to Sex and Age
3. Behaving Acceptably When Dating

PERFORMANCE OBJECTIVES:

The student will

1. List the positive and the negative points of attitude pattern.
2. Demonstrate three ways to control and improve negative attitudes.
3. Conduct one's self courteously when with others.
4. Demonstrate acceptable social etiquette.
5. List six rules for successful dating.

B: DEVELOPING BEHAVIOR, INTERESTS, AND

ATTITUDES CONSISTENT WITH SEX AND AGE 1: BEING AWARE OF ONE'S OWN ATTITUDES; HANDLING EMOTIONS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<u>Interest approach:</u> View a filmstrip and utilize supplementary materials to become aware of different types of attitudes. <u>Brainstorm</u> to determine possible feelings and attitudes. <u>Use case or problem situations.</u> <u>Note to Teacher:</u> Teacher may duplicate a list of attitudes and emotions brought out by students in the brainstorming session. Circle the attitudes and feelings which apply to you. Develop a list of positive and negative attitudes.	Same. Note to Teacher: Read selections from student booklet to students or tape selections for individual study. Omit. Same. Begin with reading lesson based on words in the list.	Filmstrip: No. 9. "Your Attitude is Showing" Book: No. 20. <u>Your Attitude is Showing</u> Poster: No. 2. "Your Attitude is Showing" Teacher-made ditto list

B: DEVELOPING BEHAVIOR, INTERESTS, AND ATTITUDES CONSISTENT WITH SEX AND AGE 1: BEING AWARE OF ONE'S OWN ATTITUDES; HANDLING EMOTIONS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<u>Listen to a recording</u> which emphasizes positive and negative attitudes in regard to holding a job. <u>Role play</u> situations displaying positive and negative attitudes. Show three ways to improve negative attitudes in regard to holding a job. <u>Resource Person:</u> <u>Invite</u> a person to lead a discussion on ways to improve attitudes. <u>Read and discuss</u> a booklet which helps identify personal characteristics. <u>View and discuss</u> filmstrip which gives guidance for improving self-confidence. <u>Evaluation:</u> <u>List</u> the positive and negative aspects of attitude and complete the "Employment Education Quiz."	Same. Same. Same. <u>Note to Teacher:</u> Give reading instruction as necessary. Same. Same. <u>Discuss</u> quiz questions ahead of test time.	Multi-Media Kit: No. 1. "The World of Work: Readings in Interpersonal Relationships" Suggested Resource Person: - Guidance Counselor Book: No. 1. <u>The Person You Are</u> Filmstrip: No. 6. "Building Self-Confidence" Student Material: "Employment Education Quiz," p. 56.

B: DEVELOPING BEHAVIOR, INTERESTS, AND ATTITUDES CONSISTENT WITH SEX AND AGE 2: DEVELOPING SOCIAL AMENITIES APPROPRIATE TO SEX AND AGE

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<u>Discuss</u> reasons for developing good manners. <u>Observe</u> manners displayed at school and in the community. <u>Discuss</u> situations where practices of good and bad manners have been witnessed. <u>Evaluate</u> self in terms of knowing what are good manners and practicing them at home, school, community, and work. <u>View</u> and <u>discuss</u> selected filmstrips or transparencies to determine areas for personal improvement. <u>Read</u> and <u>discuss</u> references on manners and etiquette.	Same. <u>Read</u> comic strips and cartoons to find examples of poor manners and their effect on people. Same. Make a list of areas for improvement. <u>Rate</u> yourself on a continuum. Same. Same.	Daily Newspapers Book: <u>Values and Teaching</u> No. 16. Filmstrips: No. 2. "Getting Along With Others" - Table Manners - You're in Public No. 5. "Manners Make a Difference" No. 8. "Teaching Good Manners and Behavior" Book: <u>Manners</u> No. 12. <u>Transparency:</u> No. 4. "Personal and Family Life" - Social and Vocational Behavior A Standard Guide on Etiquette

B: DEVELOPING BEHAVIOR, INTERESTS, AND ATTITUDES CONSISTENT WITH SEX AND AGE 2: DEVELOPING SOCIAL AMENITIES APPROPRIATE TO SEX AND AGE (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES			RESOURCES
DISADVANTAGED	HANDICAPPED		
<u>Study</u> menus from various restaurants and <u>practice</u> ordering. Note to Teacher: Correlate with math. Have students "guesstimate" cost of meal and then compute actual cost from menu. <u>Talk</u> about personal difficulties. <u>Role play</u> situations: - Dining out - Attending a dance - Attending a football game - A job situation <u>Self-evaluation:</u> List areas where improvement is needed. <u>Discuss</u> (in a personal conference) with teachers a program for self-improvement. <u>Practice</u> acceptable social courtesies when in the presence of others.	Same. Provide a reading lesson from sample menus before doing this activity. Same. Same. Same.		Menus from restaurants in the area

B: DEVELOPING BEHAVIOR, INTERESTS, AND ATTITUDES CONSISTENT WITH SEX AND AGE 3: BEHAVING ACCEPTABLY WHEN DATING

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED

View a filmstrip which describe ways to appraise a date. Determine personal qualities which make a pleasant date.

Prepare two separate lists:

- Qualities Liked in the Opposite

Sex

- Qualities Disliked in the Opposite

Sex

Combine the above individual lists into two composite lists representing class opinion. Give the frequency of each quality listed. Note to Teacher: Appoint two committees to give frequency and qualities listed for likes and dislikes. Follow with class discussion of report.

Write a short composition on "The Guy/Girl I'd Like to Date."

Research ways to talk to a boy/a girl and some suitable types of recreation for a date. Read selected paperback articles, magazine articles on dating.

HANDICAPPED

Same.

Same.

Make a picture and word collage to describe the guy/girl I'd like to date.

Same. Note to Teacher: The teacher should read excerpts from these to the students or give a summary in her own words. Or articles may be duplicated and used as a reading lesson.

RESOURCES

Filmstrip:
No. 3. "How to Rate on a Date"

Magazines/Newspapers

Book:
No. 6. Date Talk - How to Talk to a Boy...to a Girl

Newspaper and magazine articles

B: DEVELOPING BEHAVIOR, INTERESTS, AND ATTITUDES CONSISTENT WITH SEX AND AGE 3: BEHAVING ACCEPTABLY WHEN DATING (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

HANDICAPPED

DISADVANTAGED

Role play various dating situations.
Note to Teacher: Have students select situations in which they indicate feelings of insecurity.

Clip question-and-answer columns which deal with dating problems from the newspaper and magazines. Read the questions to the class. Ask the class members for advice to the writer. Compare with the column answer.

Complete selected case problems.

Write six rules to follow to have a successful date.

Same.

Same.

Note to Teacher: Read selected case problems to the students for their oral reactions.

State orally six rules to follow to have a successful date.

Newspapers and magazines

Book:
 No. 15. Springboard - "Problema"

MAJOR CONCEPT:

C. Getting Along With Others on the Job

SUPPORTING CONCEPTS:

1. Making and Keeping Friends
2. Conversing
3. Identifying Self with Group
4. Living by a Code of Values

PERFORMANCE OBJECTIVES:

The student will

1. Identify personal traits which will establish satisfactory relations with those one must contact.
2. List four qualities of a good conversationalist.
3. Role play satisfactory methods for the following situations:
 - a. Beginning a conversation
 - b. Continuing a conversation
 - c. Terminating a conversation
 - d. Changing the subject
4. Participate regularly in at least one organized club, sport, community activity, or peer group activity.
5. List five principles by which an ethical American should live.

C: GETTING ALONG WITH OTHERS ON THE JOB 1: MAKING AND KEEPING FRIENDS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<u>Interest approach:</u> Listen to current songs which center on people's loneliness. Analyze traits which cause people to have difficulty making friends. <u>Brainstorm</u> to identify traits which cause people to have difficulty making friends.	Same. Same. View comic strip examples of qualities which retard friendship. Note to Teacher: Opaque projector will be helpful here.	Current popular records Comic strips, cartoons

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
View a filmstrip which shows friendship as one of many personal relationships with others.	Same.	Filmstrip: No. 2. "Getting Along With Others Series"
Read and discuss case studies telling about people who have friendship problems in their everyday life.	<u>Note to Teacher:</u> Read to students or describe situation in own words. Use guiding questions suggested on case assignment sheet for class discussion OR use cases in a reading lesson.	Book: No. 14. <u>Springboard</u> "His Own Enemy" "Sourball"
Read and discuss case studies telling about people who have friendship problems at work.	Same as above.	Book: No. 15. <u>Springboard</u> "Popularity Rating" "Can't Stand It" "Art of Good Living"
Read and discuss the problems of friendship.	<u>Note to Teacher:</u> Using a reference such as "The Friends You Make" or relating from your own personal experience, point out that friendship is a give-and-take situation, that some people use friendship for their own betterment, and that friendship carries responsibility as well as pleasure. Or use the above reference as material for the reading lesson.	Book: No. 9. <u>The Friends You Make</u>
Determine qualities of friendship.	Same.	Daily paper <u>Reader's Digest</u>
Role play situations demonstrating what is a good friend.	<u>Note to Teacher:</u> Spur thinking by reading "good neighbor" types of	

C: GETTING ALONG WITH OTHERS ON THE JOB 1: MAKING AND KEEPING FRIENDS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<u>Clip</u> from newspapers and student magazines question-and-answer columns or articles dealing with friendship problems. <u>Suggest</u> solutions to the problems presented in the clippings. <u>Agree</u> or <u>disagree</u> with the way the situation was handled or the solution suggested and share feelings with the class. <u>Role play</u> a selected situation in class. <u>View</u> filmstrip or transparency which illustrates the qualities of a good friend. <u>Evaluation and/or Culminating Exercises:</u> <u>Make</u> a list of assets and liabilities of personal traits for making and keeping friends. <u>Develop</u> a plan to overcome personal traits which cause difficulty in making friends. <u>Share</u> plan with the class.	(continued) articles from daily paper or magazines. <u>Note to Teacher:</u> Find these and share with class. Students might ask a member of their family to assist them in finding the articles. Same. Same. Same. Same. Also: Confer with teacher or friend to determine if he agrees with your personal plan for being a better friend.	Newspapers and magazines for teens and students Filmstrip: No. 7. "The Secret of Your Personality" Transparency: No. 3. "Personal Development" - Image Ability No. 5. "Succeeding at Work" - Making Friends at Work

C: GETTING ALONG WITH OTHERS ON THE JOB I: MAKING AND KEEPING FRIENDS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
(continued) Prepare a collage for bulletin board display depicting friendship requirements.	Same.	Magazines/newspapers Letter stencils Construction paper

C: GETTING ALONG WITH OTHERS ON THE JOB 2: CONVERSING

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
Determine what makes a good conversationalist. <u>List</u> the characteristics of people who are good conversationalists. Decide which are natural and which are acquired. Discuss factors which cause poor conversational ability.	Same. Recall people who are enjoyable to talk with. Decide what makes them good conversationalists. Omit. Role play situations as the following: - Shy conversationalist - Self-centered conversationalist - Overtalkative person - Dull conversationalist List possible reasons for persons with these characteristics.	
Research ways to overcome conversational problems.		Books: No. 11. The Josephine Bauer Communication Series - "Getting Started" - "On the Way" - "Full Speed Ahead" No. 17. The Turner-Livingston Communication Series - "The Language You Speak" - "The Phone Calls You Make"
Compile and memorize a list of basic questions to use as conversation starters. Role play techniques for situations as the following: - beginning a conversation	Same. Same. Note to Teacher: Illustration of these techniques by students will provide additional	

C: GETTING ALONG WITH OTHERS ON THE JOB 2: CONVERSING (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

(continued)

- continuing a conversation
- terminating a conversation
- changing the subject

Recall a recent conversation with someone. Tell the main interests of this person and how those interests affected what was talked about.

Make an 8½" x 11" poster on colored construction paper or white paper. Clip the picture of a person from a magazine.

Mount this picture on the paper and write or print underneath an appropriate conversation starter.

Note to Teacher: Use the above for a bulletin board or other display in the classroom.

Evaluation: Write a set of "Tips for Talkers."

(continued)
reinforcement.

Note to Teacher: Initiate topic by playing a taped conversation in which one person's interest is clearly evident.

Same.

Tape-recording--teacher-made

Construction paper, assorted colors
White unruled paper
Glue

Printing or felt-tipped pens
Black ink or a variety of colored inks
Magazines

C: GETTING ALONG WITH OTHERS ON THE JOB 3: IDENTIFYING SELF WITH GROUPS

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

Interest Approach: Prepare a bulletin board which illustrates membership in organized groups. Display photographs of students which show their membership in a family, club, church group, team, or volunteer group. (Use group or individual pictures.) Display pictures of organized groups and their activities clipped from local newspapers and magazines.

Poll the students to determine what groups they represent. List these on the chalkboard or on a transparency.

Explain the requirements and duties of members in the different types of organizations represented.

Determine whether you would be interested in participating in an organized group.

Identify other possibilities for group participation.

List community and school groups to which class members do not belong.

Same.

Same.

Same.

Same.

Same.

Snapshots of students which show their participation in organized groups. Clippings from magazines and local newspapers which show people participating in an organized group.

Transparency or chalkboard

Yellow pages of phone book, city directory, local newspaper

C: GETTING ALONG WITH OTHERS ON THE JOB 3: IDENTIFYING SELF WITH GROUPS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
Interview members or leaders of these groups to find out what the membership requirements are and what worthy projects are carried out. <u>Note to Teacher:</u> Have students do this as an individual project, or invite a representative from each group to participate in a panel discussion with the class. <u>Resource person:</u> Invite a representative from each community service volunteer program to participate in a panel presentation to class. OR <u>Resource person:</u> Invite a community leader who is familiar with these programs to speak. <u>Field trip:</u> Visit one or two volunteer groups in action. <u>View a filmstrip</u> which illustrates the many opportunities offered through participation in school activities. Follow filmstrip with a discussion of opportunities available in the local school. <u>Note to Teacher:</u> A representative from each of those clubs or teams not represented by someone in the class could present the purpose,	Same. Practice <u>interview</u> beforehand and also <u>practice</u> introducing the speakers. Same. Same, but prepare beforehand for trip by listing "Things to Learn." Same.	Suggested Resource Persons: Members and leaders of organized groups in the school and in the community. Suggested Resource Persons: Representatives from or sponsors of community service programs: - rescue squad - volunteer fireman - candy strippers Filmstrip: No. 2. "Getting Along With Others Series" - School Functions

C: GETTING ALONG WITH OTHERS ON THE JOB 3: IDENTIFYING SELF WITH GROUPS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
(continued) membership requirements, and activities of their organizations at this time, and react to student questions. Read and discuss references on the benefits, pleasures, and responsibilities of family membership. Evaluation and/or Culminating Activities: Compile a personal list of "Groups I Would Like to Belong To; Why I Will Join/Why I Won't." Complete the case study exercise sheet, "Working Together," or do a similar case exercise having to do with teamwork on the job or in other life situations. Report, at a regular showing period, highlights of an organized club, sport or activity in which one participates.	Listen to and discuss excerpts on the benefits, pleasures, and responsibilities of family relationships. <u>Note to Teacher:</u> Use the book as a basis for reading lesson. <u>Note to Teacher:</u> Use this case study as an oral exercise or as the basis for reading lesson.	Book: <u>The Family You Belong To</u> No. 8. Book: <u>Springboard</u> No. 1. "Working Together"

C: GETTING ALONG WITH OTHERS ON THE JOB 4: LIVING BY A CODE OF VALUES

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

Explore ways to make life better for yourself and others.

Review the topics previously studied in this unit (cleanliness, dress, manners, and getting along with others) as means of making life better for self and others.

Explain "code of values" as a road-map for the type of life one chooses to live.

Discuss how a person's traits indicate his values.

Bring to class newspaper and magazine articles which cite examples of people living by a healthy code of values. Discuss how a code of values guides behavior.

Report on an observation of violating the commonly accepted code of values.
Field trip: Visit the local mobile crime lab, police department, or jail. Relate these institutions to the importance of following a healthy code of values.

Discuss ways of showing respect for the rights and property of others.

Same.

Same. To provide experience in realizing that each person has values, place several issues on a value continuum.

Same.

Pantomime various character traits to spur discussion.

Same. Duplicate several articles to be used as reading lesson.

Same.

Book:
No. 18. Values and Teaching

Book:
No. 16. Taking Stock

Newspapers
Magazines

Local Crime Lab
Police Department
Jail

G; GETTING ALONG WITH OTHERS ON THE JOB 4: LIVING BY A CODE OF VALUES (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

Discuss the value of a good reputation and how it affects an individual on the job. Note to Teacher: If students' values seem contrary to socially accepted values, consult pp. 63-65 of Values and Teaching.

Same.

Book:
No. 18. Values and Teaching

Evaluation and/or Culminating Activities:
List at least five values by which ethical Americans live.
Choose one of the values from the above list and make a poster for classroom display.

Same.

Materials for making a poster on American values.

MAJOR CONCEPT:

D. Using Leisure Time

SUPPORTING CONCEPTS:

1. Necessity of Leisure Time
2. Leisure-Time Activities

PERFORMANCE OBJECTIVES:

The student will

1. List the average amount of leisure time one has per week and a variety of constructive uses for this time.
2. List ten inexpensive leisure activities available in home or community.
3. Demonstrate the skill necessary for participation in one activity.

D: USING LEISURE TIME I: NECESSITY OF LEISURE TIME

TEACHING-LEARNING-EVALUATION STRATEGIES			RESOURCES
DISADVANTAGED	HANDICAPPED		
<u>Interest Approach:</u> <u>Prepare</u> a bulletin board of pictures of people relaxing or sharing favorite ways of relaxing. <u>Discuss</u> the meaning of leisure. <u>List</u> "required activities for a seven-day period" and time taken by each. <u>Subtract</u> total from 168 hours in a week to determine amount of time left for leisure activities. <u>View</u> filmstrip illustrating wise use of leisure time.	Same. Same. Same. Same.	Pictures of people enjoying leisure activities (D/H) Filmstrip: No. 4. "Leisure Time: Busy or Bored"	

D: USING LEISURE TIME 1: NECESSITY OF LEISURE TIME (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss a topic as "Why Is Leisure Time Important?" Brainstorm to determine the possibilities for use of leisure time. Note to Teacher: Duplicate copies of this list for the next exercise. Explore possible activities for leisure time. Check those activities participated in during the past month. (Use above list). Write "Watched" or "Took Part" by each checked activity. Tell the class about the activity which you enjoyed most and why. Evaluation and/or Culminating Activities: Evaluate personal use of leisure and determine the types of leisure activities you would like to investigate. Note to Teacher: This may be accomplished through individual conferences. Complete a case study exercise on living a balanced life.	Same. Same. Use duplicated copies as basis for reading lesson. Same. Same. Same.	Book: No. 15. <u>Springboard</u> - "All Work and No Play"

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
Develop and discuss a bulletin board display to encourage interest in simple hobbies.	Same. Display products of hobbies of students and teachers in the school.	Suggested Resource Persons: - Industrial Arts teacher - Home Economics teacher - Community specialists
Display completed craft projects. Demonstrate techniques and/or skill for making a project.	Same.	
Learn simple craft skills. Follow-up with an individual project to be completed at school.	Same.	
Make a list of community facilities which students may use to develop athletic skills.	Same. Field trip: Visit one community facility to discover location, cost, and nature of their program.	
Practice different sports and other forms of physical recreation.	Same.	
Organize classroom group to follow local sports via radio, newspaper, television.	Same.	Local Newspaper Newspaper Sports Magazines General Coverage Magazines
Collect newspaper clippings and other publicity material and information on sports activities.	Use duplicated copies of selected articles as basis for reading lesson.	
Choose a favorite athlete, organize a simple report, and tell how this person achieved success. Use words and pictures. Note to Teacher: This may be an individual student project.	Same. Provide low vocabulary reading material on leading sports figures or teacher may read information to students and have them write a story from it for primary age children.	

TEACHING-LEARNING-EVALUATION STRATEGIES			RESOURCES
DISADVANTAGED	HANDICAPPED		
<u>Attend</u> an after-school athletic event. <u>Discuss</u> the supporting role of the <u>spectator</u> in the following class period.	Same.	After-school athletic event (D/H)	
<u>Preview</u> weekly radio and TV programs with the class. <u>View/listen</u> to certain recommended programs and report back to the class.	Same, but first practice reading TV and radio schedules.	Radio and TV programs (selected) (D/H)	
<u>Field trip:</u> <u>Visit</u> a TV or radio studio. <u>Attend</u> an audience participation show if possible.	Same.	Local TV or radio studio (D/H)	
<u>Familiarize</u> self with the amusement and entertainment section of the newspaper.	Same. Reading lesson from movie time-table and "What to Do" types of columns.	Copies of the amusement and entertainment section of the local newspaper. (D/H)	
<u>Keep</u> a weekly calendar of upcoming events.	Same.	Large calendar with enlarged spaces for writing in information. (D/H)	
<u>Learn</u> popular dances.	Same.	Suggested Resource Person: - P.E. teacher	
<u>List</u> at least ten ways to constructively spend leisure time at home or in the community at a minimal cost.	Same, but limit to five ways.		
<u>Evaluation</u> and/or <u>Culmination</u> <u>Activity:</u> <u>Complete</u> case study exercise concerning the value of leisure time.	Same. Reading lesson may be necessary.	Book: No. 15. <u>Springboard</u> - "Relax"	

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
Plan an imaginary automobile tour to places of interest in the community. Note to Teacher: The plan might be called "Places to Take an Out-of-Town Visitor." OR Collect information on local or state parks. <u>Make</u> a scrapbook. OR <u>Plan</u> a picnic and <u>visit</u> a nearby park. <u>Participate</u> in at least one activity. <u>Note to Teacher:</u> Include activities which would involve each class member.	Same. Use Chamber of Commerce material as basis for preparatory reading lesson. <u>Chart</u> the trip on a city map. <u>Learn</u> to read names of parks. <u>Place</u> parks on outline map. <u>Tell</u> what direction they are from your home town. <u>Go</u> on a picnic to a nearby park.	Local Chamber of Commerce. (D/H) Local Chamber of Commerce and tourist information centers for the state parks. (D)

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Resource Lists

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BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	CUS
1. <u>About Her</u>	Margaret Andrews	Gregg Division, McGraw-Hill Manchester Road Manchester, MO 63011	1968	\$1.36; free loan, Resource Center for SVE Teachers, 151 Taylor Ed. Bldg, Univ. of Ky. Lexington, Ky. 40506
2. <u>About Him</u>	Margaret Andrews	Same as above.	1968	\$1.36; free loan, Same as above.
3. <u>Call Me Mister</u>	Berry James	Milady Publishing Co. 3839 White Plains Rd. Bronx, N.Y. 10467		\$8.50
4. <u>Charm</u> (Text, teacher's guide, and portfolio of student activities)	Helen Whitcomb and Rosalind Long	Gregg Division, McGraw-Hill (See address above.)	1967	Text, \$7.00; Manual and key, \$2.80; portfolio of student activities, \$3.60. Free loan, Resource Center for SVE Teachers
5. <u>Charm and Poise for Getting Ahead</u>	Ruth Tolman	Milady Publishing Co. (See address above.)	Revised ed.	\$8.50
6. <u>Date Talk: How to Talk to a Boy ...to a Girl</u>	Lawrence	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, N.J. 07632		\$.50; free loan, Resource Center for SVE Teachers
7. <u>Executive Profile</u>	Joseph Famularo and Phillip Atkinson	Gregg Division, McGraw-Hill (See address above)	1967	Text, \$7.16; Manual and Key, \$2.20; and Study Guide, \$3.25. Free loan, Resource Center for SVE Teachers

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
8.	<u>The Family You Belong To</u>	Turner-Livingston Reading Series	1962	\$.87; free loan, Resource Center for SVE Teachers
9.	<u>The Friends You Make</u>	Turner-Livingston Reading Series	1962	\$.87; free loan, Resource Center for SVE Teachers
10.	<u>Good Grooming for Teenagers</u>	Allen E. Breed	1969	\$3.25; free loan, Resource Center
11.	<u>The Josephine Bauer Communication Series</u>	Dr. Josephine Bauer	1966	Free loan, Resource Center for SVE Teachers
12.	<u>Manners</u>	Helen Prevo		\$1.50; free loan, Resource Center for SVE Teachers
13.	<u>The Person You Are</u>	Turner-Livingston	1962	\$.87; free loan, Resource Center for SVE Teachers
14.	<u>Secrets of Loveliness</u>	Kay Thomas	1964	\$.60; free loan, Resource Center for SVE Teachers
15.	<u>Springboard</u>	Special Service Supply Box 705 Huntington, N.Y. 11743	1968	\$1.50; free loan, Resource Center for SVE Teachers
16.	<u>Taking Stock</u>	Follett Educational Corp. (See address above.)	1966	\$.69; free loan, Resource Center for SVE Teachers

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
17. <u>The Turner-Livingston Communication Series</u>	Richard H. Turner	Follett Educational Corp. (See address on preceding page.)	1965	Free loan, Resource Center for SVE Teachers
18. <u>Values and Teaching</u>	Merrill Harmin, Louis Rath, Jr., Sidney Simon	Charles E. Merrill Pub. Co. 1300 Alum Creek Drive Columbus, OH 43216	1966	\$3.95
19. <u>You Said It</u>	Margaret Andrews	Gregg Division, McGraw-Hill Manchester Road Manchester, MO 63011	1969	\$1.36; free loan, Resource Center for SVE Teachers
20. <u>Your Attitude Is Showing</u>	Elwood N. Chapman	Science Research Associates, Inc. 259 East Erie Street Chicago, IL 60611	1964	Free loan, Resource Center for SVE Teachers

CHARTS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Removing Spots and Stains"	Home Service Division	The Maytag Co. Newton, Iowa 50208		Free
2. "Your Attitude Is Showing"	Elwood N. Chapman	Science Research Associated 259 E. Erie St. Chicago, Ill. 60611		Free loan, Resource Center for SVE Teachers, 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Bring Out the Best in Yourself"	Women's Christian Temperance Union Col Dunn Studios, Inc.	1730 Chicago Ave. Evanston, IL. 60201		\$6.50 ea; free loan, Resource Center for S.V.E. Teachers
2. "Getting Along With Others Series" - Personal Appearance - Personal Relationships - School Functions - Table Manners - You're in Public	McGraw-Hill Text-Film Division	30 West 42nd St. New York, N.Y. 10036		
3. "How to Rate on a Date"	Women's Christian Temperance Union Col Dunn Studios, Inc.	1730 Chicago Ave. Evanston, IL. 60201		
4. "Leisure Time: Busy or Bored" (Series of six)	Eye-Gate House	146-01 Archer Ave. Jamaica, NY 11435		Free loan, Resource Center for S.V.E. Teachers
5. "Manners Make a Difference" (Series of eight)	Eye-Gate House	(See address above)		With records, \$61. With cassettes, \$63.; Free loan, Resource Center for S.V.E. Teachers
6. "Personality Development" - Building Self-Confidence	Popular Science Pub. Co., Inc. Audio/Visual Div.	335 Lexington Ave. New York, NY 10017		\$6.75; free loan, Resource Center for S.V.E. Teachers
7. "The Secret of Your Personality"	Women's Christian Temperance Union	1730 Chicago Ave. Evanston, IL. 60201		

FILMSTRIPS

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
8. "Teaching Good Manners and Behavior" (Set of two)	Educational Activities, Inc.	P.O. Box 392 Freeport, NY 11520		With records, \$18.95; With cassettes, \$19.95; Free loan, Resource Center for S.V.E. Teachers
9. "Your Attitude is Showing" (Filmstrip with record, 12 posters, student text, and teacher's guide)	Science Research Associates	259 East Erie St. Chicago, IL 60611		\$60.00; free loan, Resource Center for S.V.E. Teachers

COST

DATE

PUBLISHER - ADDRESS

MULTI-MEDIA

1.

"World of Work: Readings in
Interpersonal Relationships,"
(kit contains reading selections
related to guidance needs; 50
topics; multiple copies of read-
ing leaflets)

Webster Division, McGraw-Hill
Manchester Road
Manchester, MO 63011

1969

\$89.50; free loan, Resource
Center for S.V.E. Teachers

TRANSPARENCIES	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Grooming Set" - Face Shapes and Hair Styles	Scholastic Audio Visual Materials	906 Sylvan Ave. Englewood Cliffs, N.J. 07632		\$10.00; free loan, Resource Center for S.V.E. Teachers
2. "Grooming" - Personal Hygiene	COED Forecast	904 Sylvan Ave. Englewood Cliffs, N.J. 07632		\$10.00; free loan, Resource Center for S.V.E. Teachers
3. "Personal Development Series" -- Dress-Ability -- Image-Ability -- Personality-Ability	Southwestern Pub.	5101 Madison Rd. Cincinnati, Ohio 45227		\$18.00; free loan, Resource Center for S.V.E. Teachers
4. "Personal and Family Life" -- Social and Vocational Behavior	COED Forecast	904 Sylvan Ave. Englewood Cliffs, N.J. 07632		\$10.00; free loan, Resource Center for S.V.E. Teachers
5. "Succeeding At Work" -- Making Friends at Work	Mafex Associates, Inc.	111 Barron Ave. Box 519 Johnstown, PA 15907		\$25.00; free loan, Resource Center for S.V.E. Teachers

TRANSPARENCY MASTERS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
"Clipping Toenails"	Mrs. Gladys Owens	Resource Center for SVE Teachers C.D.C. Univ. of Ky. 151 Taylor Ed. Bldg. Lexington, Ky. 40506		Free loan
"Complexion Problems"				
"Dress Styles for Girls"				
"Dress Styles for Men"				
"Face Shapes and Hair Style Overlays for Girls"				
"Face Shapes and Hair Style Overlays for Men"				
"Good Posture Series"				
"Tooth Care Series"				

All Transparency Masters in this guide have been drawn by Gladys Owens, Artist, Resource Center for SVE Teachers, Curriculum Development Center, 151 Taylor Education Building University of Kentucky, Lexington, Ky. 40506.

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Student Materials 46A

NAME _____

PERSONAL HAIR-CARE PLANNING

1. Analyze your hair:

- a. Is it: normal _____, dry _____, oily _____?
- b. Is the body: normal _____, fine _____, coarse _____, thick _____, thin _____?
- c. Do I have problems, such as: dandruff _____, split ends _____, other _____?
- d. Does my hair shine? yes _____, no _____, sometimes _____.
- e. Is my hair manageable? yes _____, sometimes _____.

2. What type of care is best for my hair? Do I need (give brand names, if using a product which is particularly appropriate) ----

- a. To treat my hair before shampooing? yes _____, no _____, any particular product best _____.
- b. A rinse or hair conditioner? yes _____, no _____, brand name _____.
- c. A permanent? yes _____, no _____, brand name _____.
- d. A wave set product? yes _____, no _____, brand name _____.
- e. Special-size curlers? yes _____, no _____, type _____.
- f. To shampoo (daily, weekly, other) _____.

3. Which hairstyles are best for me?

- a. Face shape (oval, round, long, square): _____.
- b. Height (short, average, tall): _____.
- c. Body frame (small, medium, large): _____.
- d. Shoulders (average, broad, narrow): _____.
- e. Hips (broad, narrow, average): _____.
- f. Bust (large, small, average): _____.
- g. Neck (long, short, thick, thin, average): _____.
- h. Chin (recessed, jutting, double, normal): _____.
- i. Nose (long, short, pug, hooked, average): _____.
- j. Forehead (high, low, average): _____.

4. Which hairstyle is best if I wear glasses? _____.

5. How should I judge the height of my hairdo? _____.

Name _____

TITLE: Personal Care: Self-Evaluation

Check "yes" or "no" after each question. If you check "no," use the third box to write the reason that you failed to carry out that point of personal care.

	Yes	No	
I took a bath last night or this morning.			
I applied deodorant today.			
My hair is clean.			
I tried to make my hair look attractive.			
My complexion is as attractive as I can make it.			
My nails look neat.			
I brushed my teeth last night and this morning.			
I am wearing clean clothing today.			
My clothes are well pressed.			
All necessary repairs are made on my clothes.			
My shoes are polished and in good condition.			

PERSONAL GROOMING EVALUATION

1. List the grooming aids that you have which are

Essential	Extra, but nice to have

2. Analyze your needs for grooming products and determine which brands you should buy.

I Need	Kinds and Brands Available	What does the product offer me? (Place a star by the one which is best for you.)

3. Describe briefly the special problems you have with your hair and some solutions you have learned for them:

Hair Care Problems

What Can Be Done About Them

4. What can you do to make your hair more attractive?

- a. _____

- b. _____

- c. _____

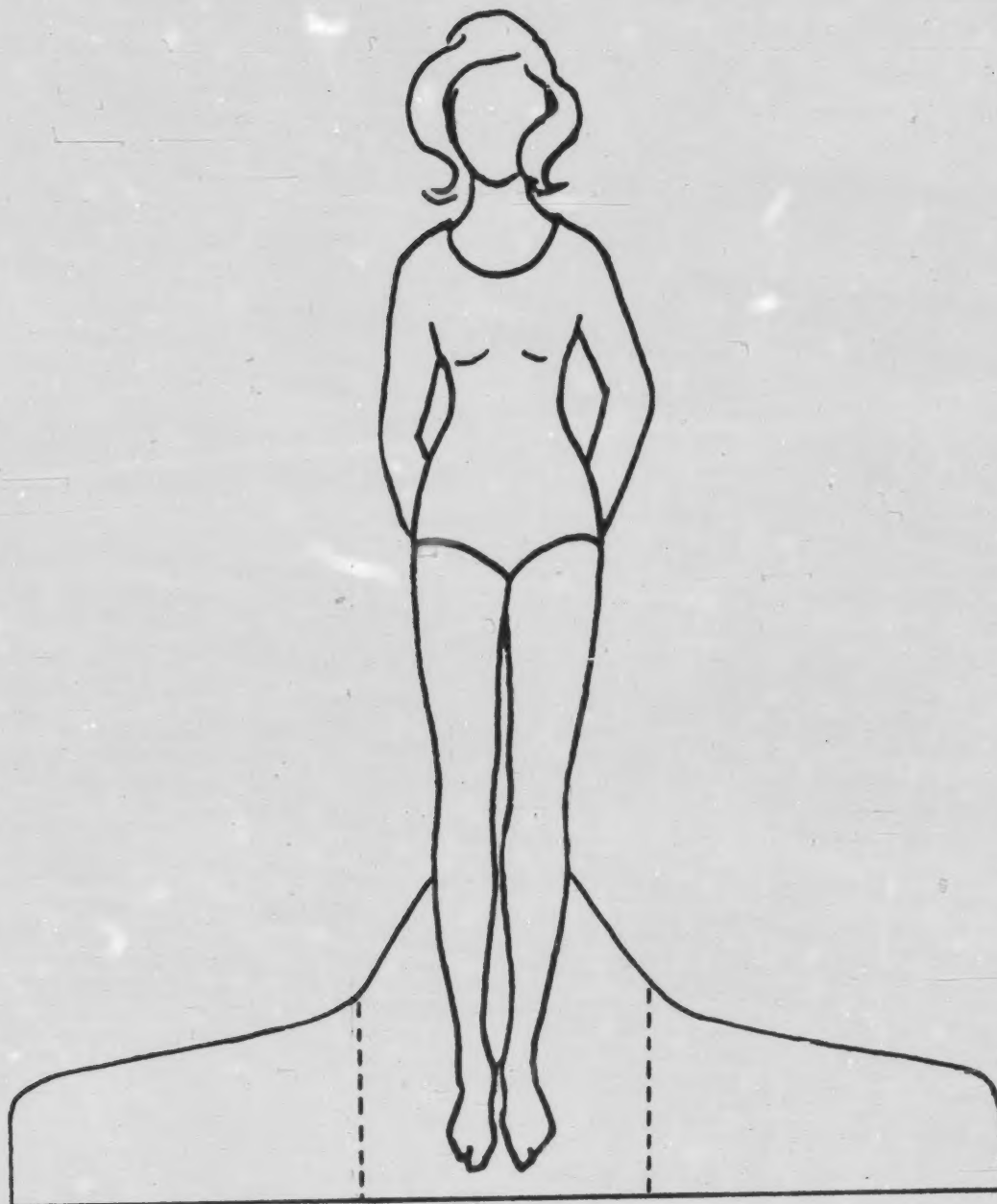
5. List four things you can do in taking care of your teeth and mouth to make your smile bright:

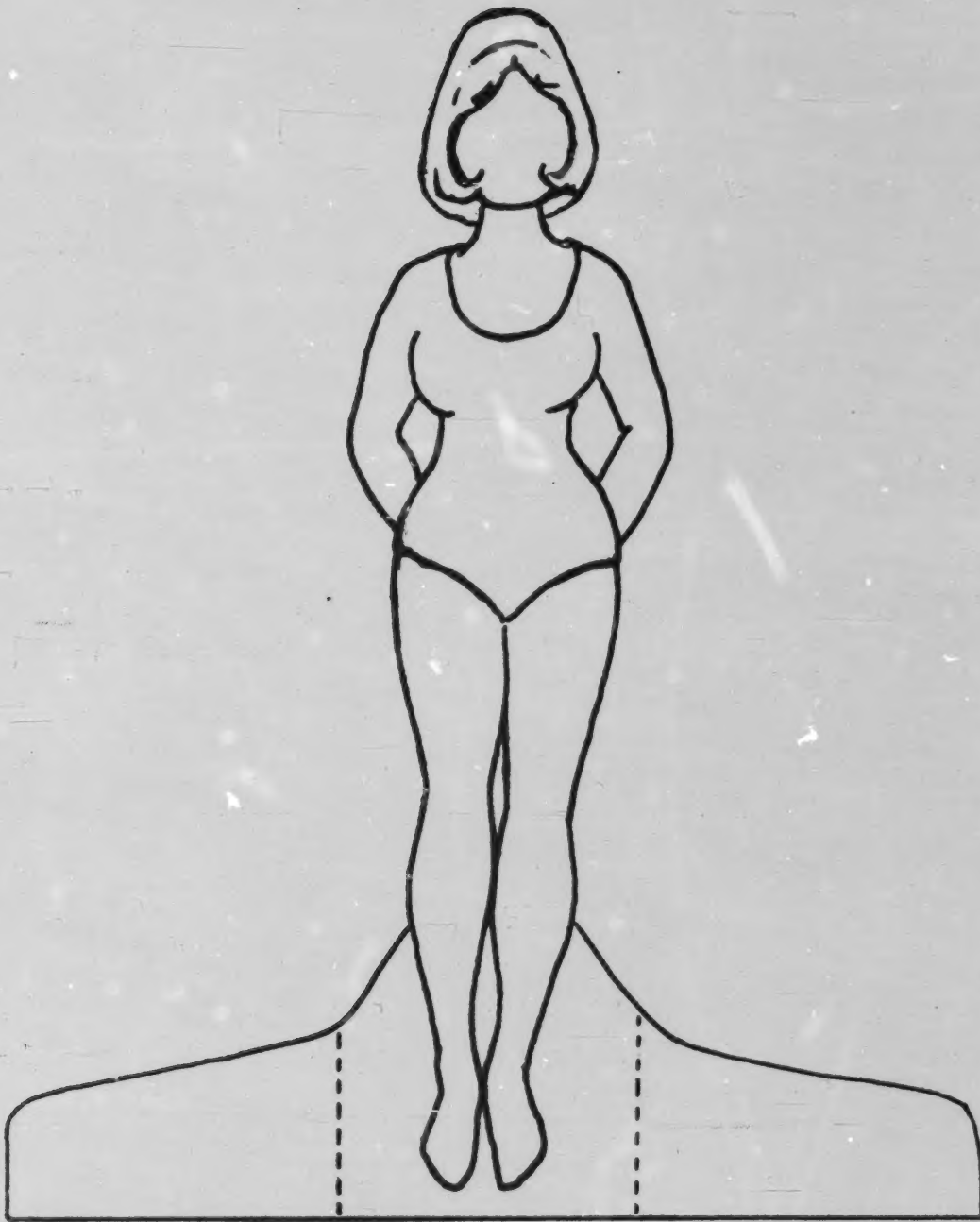
a. _____
b. _____
c. _____
d. _____

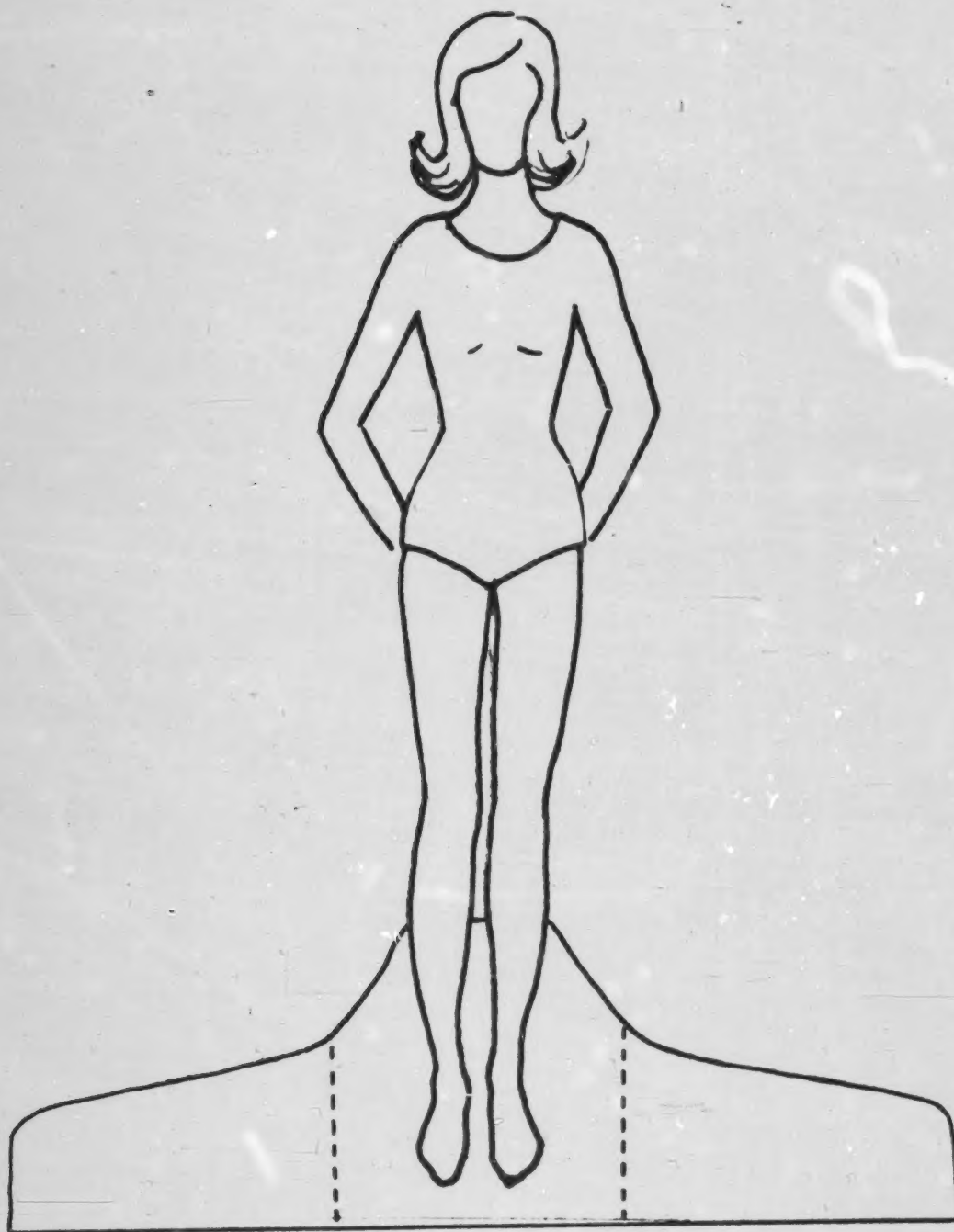
6. List five things which one can do that would enhance personal appearance:

a. _____
b. _____
c. _____
d. _____
e. _____

PATTERNS FOR MAKING CARDBOARD CUT OUTS OF BASIC
FIGURE SHAPES:







SIZE CHARTS

Make a size chart on a 3 x 5 card or small piece of paper to carry in your wallet or purse.

Size Chart (Men and Boys)	
My Sizes	
Trousers	_____
Coat	_____
Suit	_____
Underwear (small, medium, large; also, waist size)	_____
Dress shirt (with tie)	_____
Sport shirt	_____
Shoes _____	Cap _____
Socks _____	

Size Chart (Women and Girls)	
My Sizes	
Dress	_____
Skirt	_____
Blouse	_____
Slip	_____
Bra	_____
Panties	_____
Hose	_____
Shoes	_____

EMPLOYMENT EDUCATION QUIZ

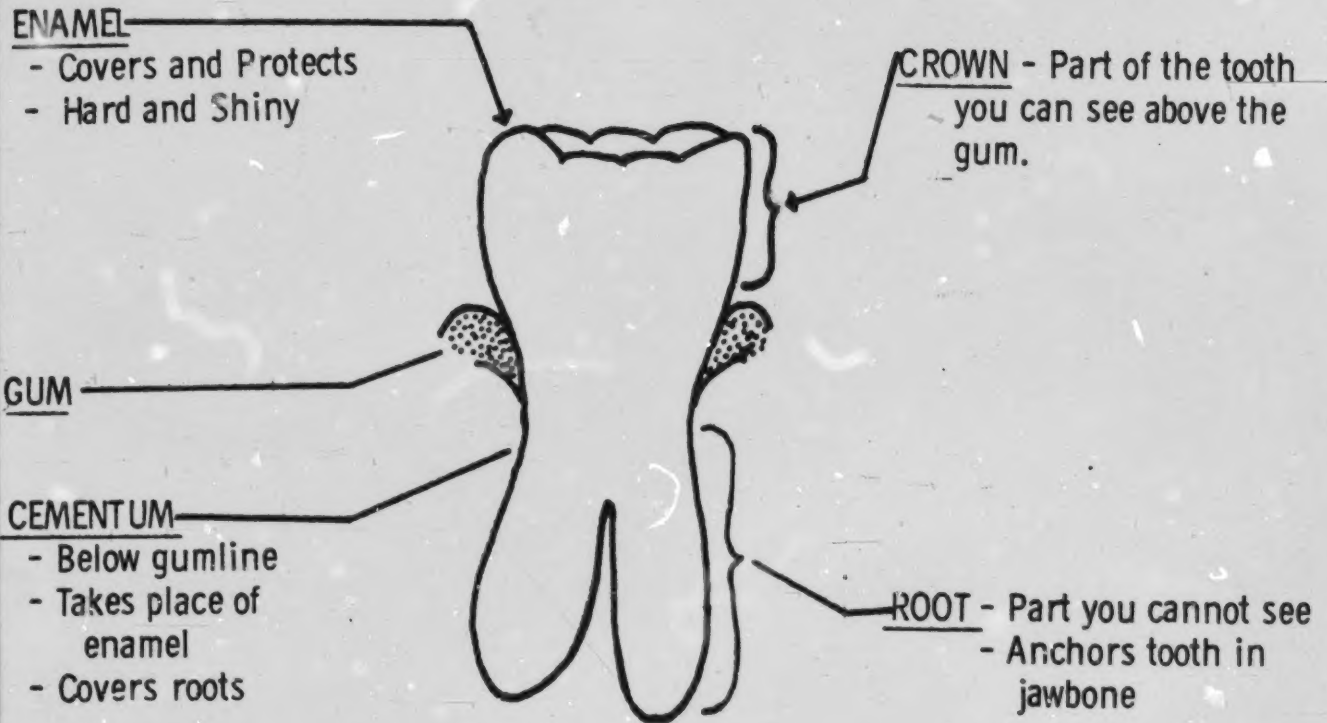
NAME _____ DATE _____

One way to know what job is best for you is first to know yourself well. It may surprise you to learn that sometimes people know more about you than you know about yourself.

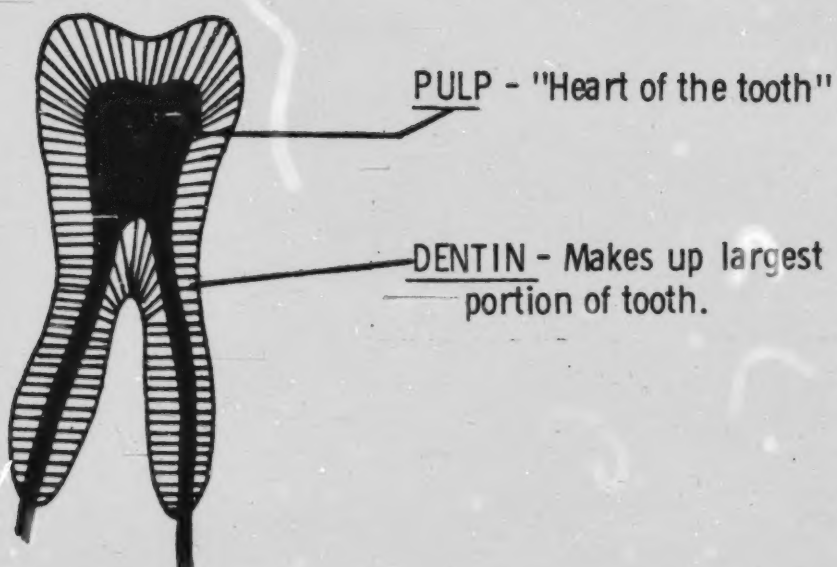
This sheet, with all its questions, will help you to "see" yourself if you give honest answers.

A QUIZ TO HELP YOU GET READY FOR THE JOB YOU WOULD LIKE TO HAVE.
Answer each question "yes" or "no".

- _____ 1. Do you get angry quickly?
- _____ 2. Do you listen to others when they speak?
- _____ 3. Do you speak clearly so that you do not have to be asked to repeat what you say?
- _____ 4. Do you talk when someone else is talking?
- _____ 5. Are you always on time when you have to meet someone?
- _____ 6. Do you always come to school on time?
- _____ 7. Do you have to make up excuses for not doing your homework?
- _____ 8. Do you get angry when you are punished by your teacher?
- _____ 9. Are you polite to your teachers?
- _____ 10. Does your teacher have to correct you many times for not behaving yourself?
- _____ 11. Do you always have your books, pencils, and other supplies that you will need with you?
- _____ 12. Is your notebook always neat and in order so that you can find your work quickly?
- _____ 13. Do you ask to go to the lavatory during class-time as an excuse to get away from working in class?
- _____ 14. Do you always try to get in the last word?
- _____ 15. Do you take orders easily from one in authority?



TOOTH STRUCTURE (OR PARTS)



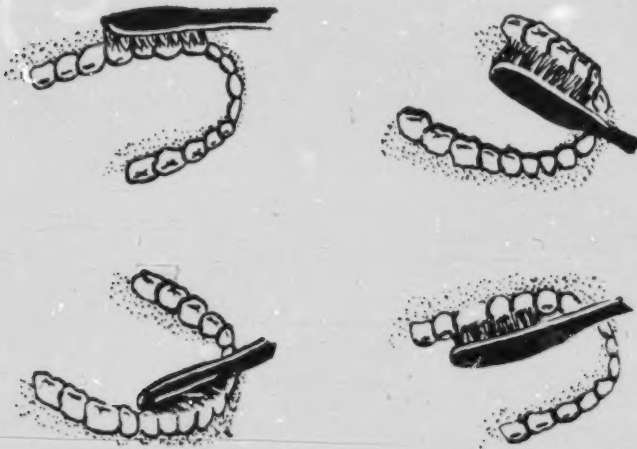
WHEN AND HOW TO BRUSH

WHEN: Immediately after eating

HOW: Use proper toothbrush

- Flat surface
- Firm bristles
- Small head to reach all areas

Brush all surfaces thoroughly



Brush away from gums:

- Brush upper teeth down toward biting edge
- Brush lower teeth up toward biting edge

Brush outer surfaces of all teeth first, upper and lower

Brush inside surfaces of back teeth, upper and lower

Brush inside surfaces of front teeth, upper and lower

Brush chewing surfaces of upper and lower teeth

CAUSES AND PREVENTION OF BAD BREATH

CAUSES:

- Eating onions and garlic
- Tobacco
- Unclean or decayed teeth
- Diseased gums
- Infected tonsils
- Enlarged adenoids
- Sinus infections
- Indigestion

PREVENTION:

- Proper dental (oral) care
- Mouth washes
- Proper medical care

CAUSES AND PREVENTION OF TOOTH DECAY

1. What is tooth decay?
 - A. Disease that destroys tooth structure by producing cavities in the teeth
 - B. Action of bacteria on foods, especially sugar, in the mouth
2. How does tooth decay take place?
 - A. Sugar changes to acid.
 - B. Acid destroys tooth enamel. It may eventually attack and destroy dentin and pulp, causing loss of tooth.
3. What causes tooth decay?
 - A. Poor diet
 - B. Poor dental care
4. How can tooth decay be prevented?
 - A. Well-balanced diet
 - B. Brushing immediately after eating
 - C. Regular dental check-ups

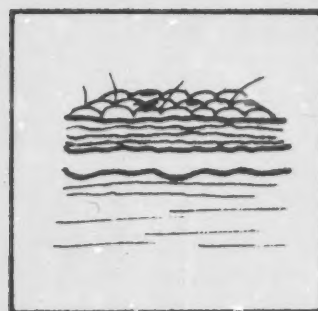
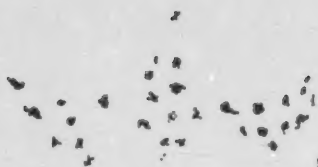
Transparency Master 6
Complexion Problem Series
(Base transparency for
girls' complexion problems)



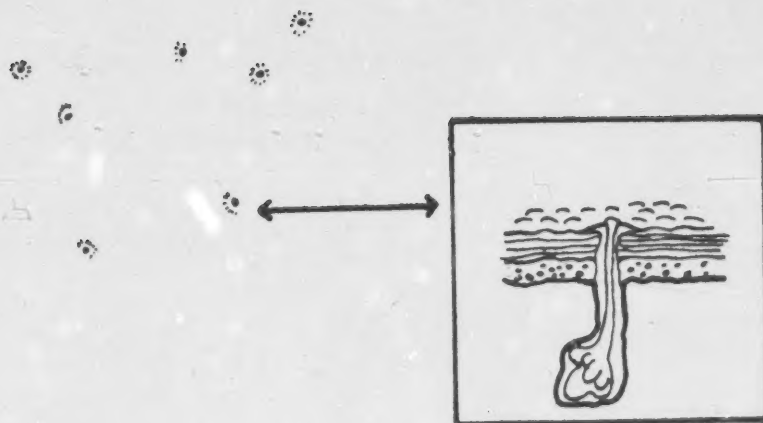
Transparency Master 7
Complexion Problems Series
(Base transparency for
boys' complexion problems)



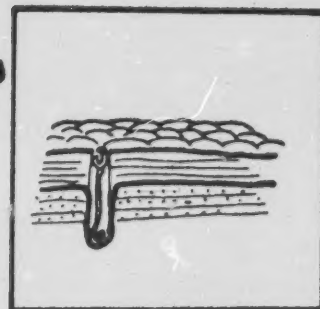
Transparency Master 8
Overlay 1 -- Freckles
(Use with Transparency
Masters 6 or 7).



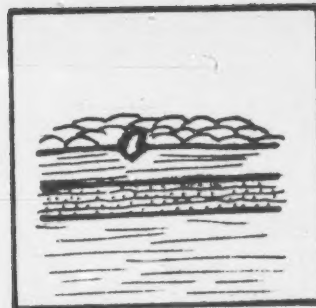
Transparency Master 9
Overlay 2 -- Pimples
(Use with Transparency
Masters 6 or 7).



Transparency Master 10
Overlay 3 -- Blackheads
(Use with Transparency
Masters 6 or 7).



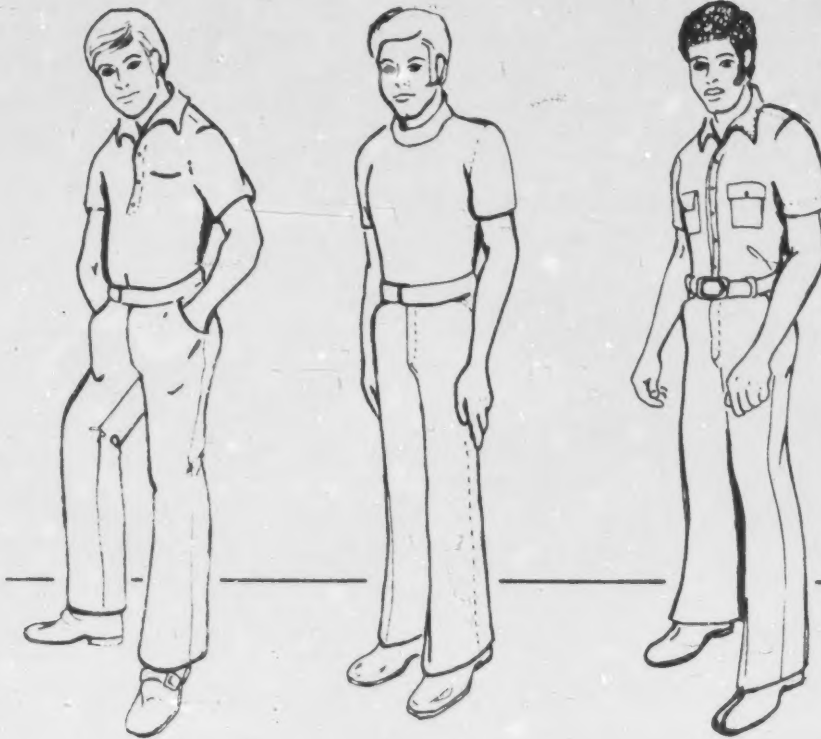
Transparency Master 11
Overlay 4 -- Facial Scars
(Use with Transparency
Masters 6 or 7).



Transparency Master 12
Overlay 5 -- Excessive
Facial Hair
(Use with Transparency
Masters 6 or 7).



GOOD POSTURE WHEN STANDING



NO

NO

YES

- ☐ Weight distributed equally on both sides of body
- ☐ Head erect and straight
- ☐ Shoulders level
- ☐ Spine straight
- ☐ Pelvis level (horizontally)
- ☐ Knees straight
- ☐ Ankles straight
- ☐ Feet pointed straight ahead
- ☐ Arches high

GOOD POSTURE WHEN WALKING



YES



NO



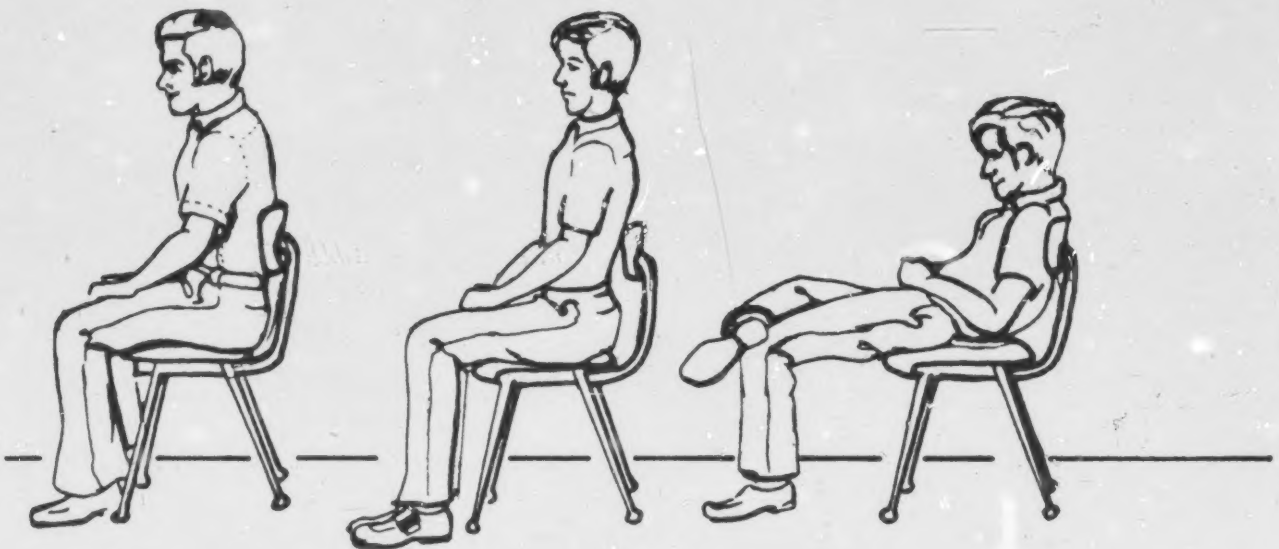
YES



NO

GOOD POSTURE FOR SITTING

Poor sitting habits make you tired and strain your muscles.



YES

NO

NO

The best way to sit is with:

- a. your back against the back of the chair
- b. the back of the chair supporting your back

GOOD POSTURE AT YOUR SCHOOL DESK

- 1) The back of the desk supports your back.
- 2) Your feet are flat on the floor.
- 3) Your body is relaxed and straight.



YES



NO

WHICH IS BEST WHILE WAITING FOR THE INTERVIEW?
(Figure 1, 2, or 3)? _____



(1)

(2)

(3)

WHY: _____

HOW SHOULD I WEAR MY HAIR, IF MY FACE SHAPE IS -----



OVAL?



ROUND?

Transparency Master 29
Appropriate Hair Styles --
(Overlay 1 for Master 18)



Transparency Master 20
Appropriate Hair Styles --
(Overlay 2 for Master 18)



HOW SHOULD I WEAR MY HAIR, IF MY FACE SHAPE IS -----



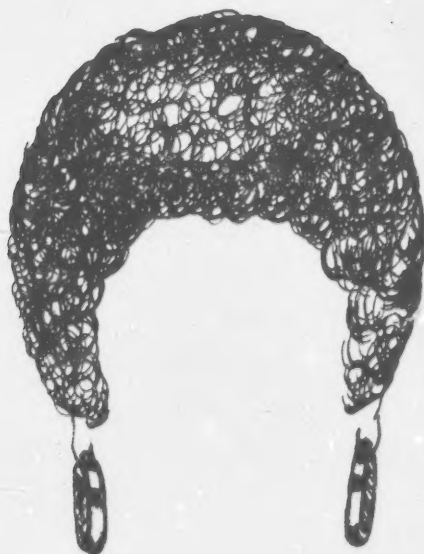
LONG?



SQUARE?



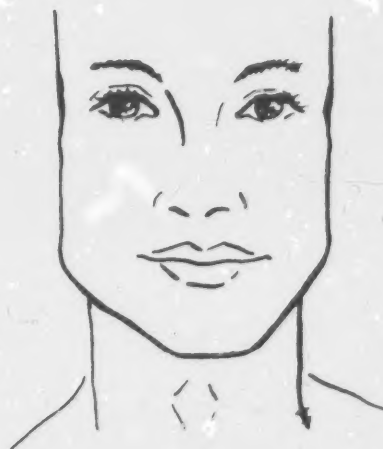
Transparency Master 23
Appropriate Hair Styles --
(Overlay 2 for Master 21)



HOW SHOULD I WEAR MY HAIR, IF MY FACE SHAPE IS -----

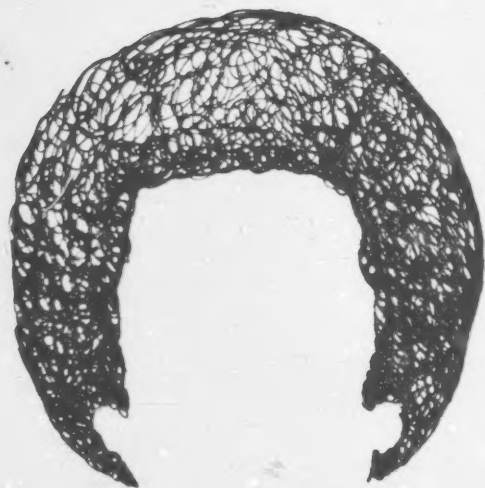


LONG?



SQUARE?

Transparency Master 25
Appropriate Hair Styles
For Men (Overlay 1 for
Master 24)



Transparency Master 26
Appropriate Hair Styles
For Men (Overlay 2 for
Master 24)



HOW SHOULD I WEAR MY HAIR, IF MY FACE SHAPE IS -----



OVAL?



ROUND?

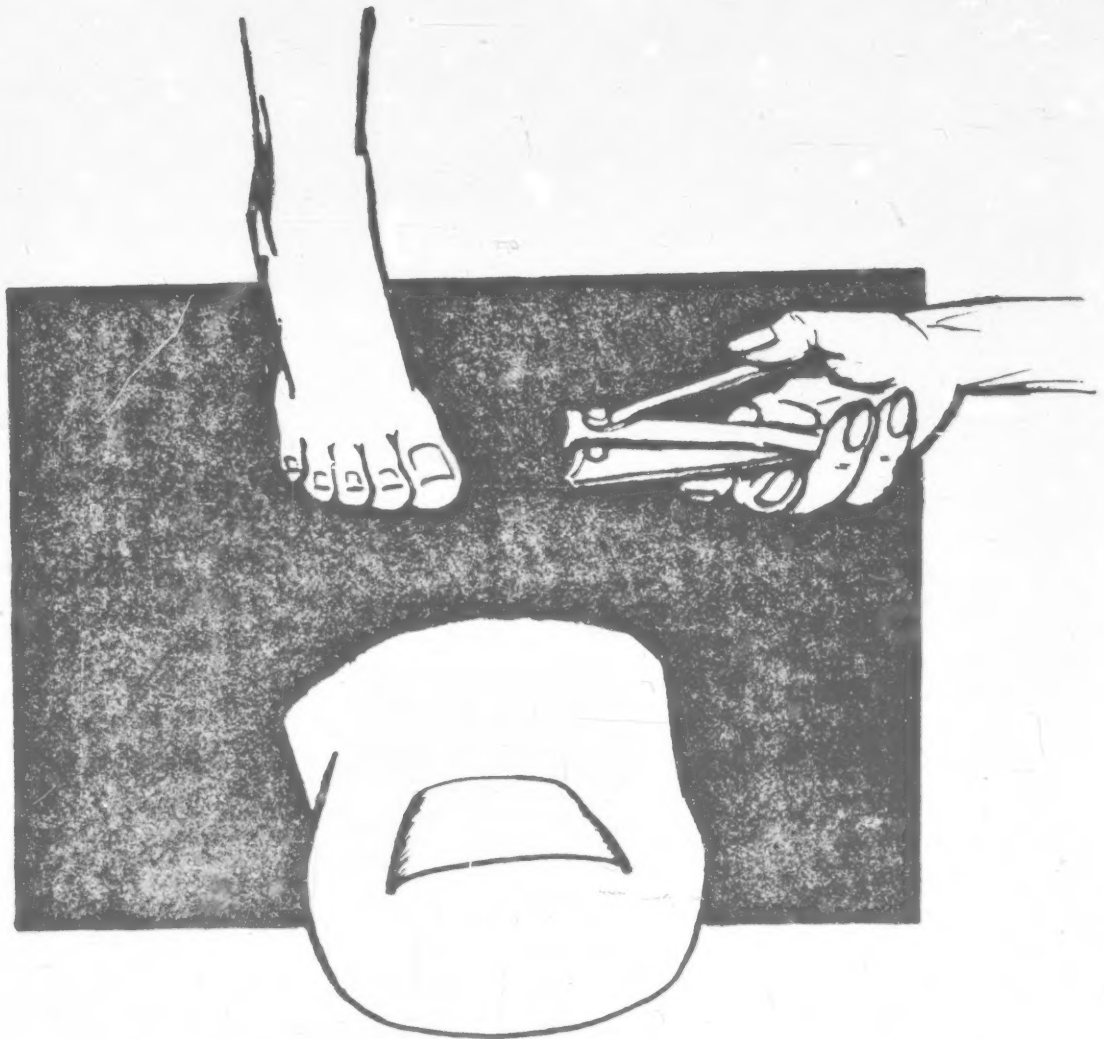
Transparency Master 28
Appropriate Hair Styles
For Men (Overlay 1 for
Master 27)



Transparency Master 29
Appropriate Hair Styles
For Men (Overlay 2 for
Master 27)



CLIP TOENAILS



DRESS STYLES



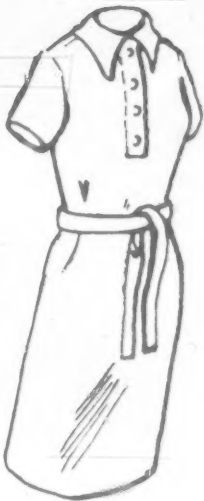
SHEATH



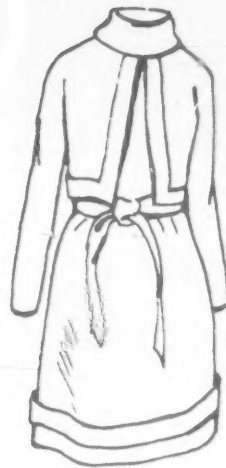
GENTLE FLARE



FULL FLARE



CLASSIC SHIRT DRESS



JACKET DRESS



SHIRT WAIST



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